

**THE AUTHENTICITY OF THE READING AND LISTENING PARTS OF THE
HIGH SCHOOL ENGLISH NATIONAL EXAMINATION AS PERCEIVED BY
TEACHERS**

THESIS
Submitted in Partial Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan



EVI IVANA TUNLIU

112011017

**ENGLISH TEACHER EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2016**



PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Evi Ivana Tunku
NIM : 112011017 Email : eviivana@gmail.com
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : The Authenticity of The Listening and Reading Sections
of The High School English National Examination as
Perceived by English Teachers
Pembimbing : 1. Martha Nondari, MA
2. Prof. Dr. Gusti Astika, M.A

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Evi Ivana Tunku

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Saya yang bertanda tangan di bawah ini:

Nama : Evi Ivana Tuntu
NIM : 112011017 Email : evivuna51@gmail.com
Fakultas : Pendidikan dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : The Attitudes of The Learning and Reading Habits of The High School English National Examination as Perceived by English Teachers

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1956

EVI IVANA TUNTU
Pendidikan Bahasa Inggris

Mengetahui,

Martha Nondari, M.A

Tanda tangan & nama terang penandatangan I

Prof. Dr. Gucci Astika, M.A

Tanda tangan & nama terang penandatangan II

THE AUTHENTICITY OF THE READING AND LISTENING PARTS OF THE
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Evi Ivana Tunliu
112011017

Approved by:
1956


Martha Nandari, M.A.

Supervisor


Prof. Dr. Gusti Astika, M.A.

Examiner

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Evi Ivana Tunliu



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INTRODUCTION

“Language assessment takes place in a wide variety of situations, including educational programs and real-world settings.” (Bachman, 2004. p.6). Based on Widdowson (1978) cited in Lewkowics (2000), authenticity is a characteristic that is included in a test that has a relationship between the test takers and the test itself which requires an appropriateness of responses toward the test. Mostly it is like what the students have learnt in class should be able to be practiced in the real life. In other words, the students can use the term that they got in class to their daily life. Kosten (2014) stated that “authenticity is related to notions of “realness” or “trueness” to origin”.

According to Widdowson (1979, cited in Lewkowics, 2000) the examinations of English rather focus on the goal of syllabus than the authenticity or actual communicative needs. It is more on the preparing for examination than preparing to face the real-world. This is one problem that happens in the real situation. Most of the tests focus more on the goal of the syllabus than the authenticity of the test. Liu (2005) argued that, “no matter how consistent task grades or test scores are, if the task/test does not correspond to real situations in certain ways, the mismatch between the performance-based inference and students’ anticipation in their ability to cope with real life language use tasks will never be resolved; thus, the interpretations of those grades/scores will be never truly meaningful or appropriate indicators of learners ability to use language in real life.” (p. 2).

This examination is for the 6th grade of Elementary School, 3rd grade of Junior and Senior High School. This National Examination is to measure the students’ knowledge to continue their study in the higher education. According to The Minister of Education’s decree “the purpose of the National Examination is to measure the learning competence of the students and the National Examination has an important role as a controller in the national education and in increasing its quality, a way for determining the graduation of the

students, and it is a way of selecting learners to go on a higher level of education” (Penuam, 2011. p. 2-3). However, this study is only concern on the 3rd year of Senior High School English National Examination because after they graduate, they will face the real world. Some of them will probably continue their study in a university and some of them will apply for a job. Therefore, the authenticity of the test is necessary. In order to answer a question of “How authentic is the 2015 High School English National Examination?”, the researcher conducted a study that aimed to know the authenticity of High School English National Examination based on English teachers perspectives.

This study will be useful to know the authenticity of High School English National Examination

LITERATURE REVIEW

1. National Examination

The National Examination is one of the standardized tests which is aimed at measuring students’ ability in several courses like English, Indonesian Language, Mathematic, and some other courses. Based on Wibowo (2011), UN or National Examination is, “a final test for high school students aimed as one of the requirements to pass the study.” (p.5). Based on The Minister of Education’s decree, the National Examination is a tool to measure and assess students’ achievement in standard competency of several subjects. This test is a tool to determine whether the students can pass the High School level or not. In *Kurikulum Tingkat Satuan Pendidikan (KTSP)* that has been used by most of the schools in Indonesia, the National Examination is the only one standardized test that determines whether the students can pass the High School level or not. Due to some considerations, since 2015 based on the rule of 2013 curriculum the success of the

students has not only been determined by the National Examination score but also by the report grades that they have achieved during their study in that school.

2. Principles of Language Assessment

The principles of language assessment should be applied to formal tests (Brown, 2003). These principles are meant to know whether the test is effective or not. It is effective when the test can be given within an appropriate administration; it can measure what the teachers want to measure. Based on Brown (2003) there are five principles in language assessment. They are:

- **Practicality.** The test is practical, when it is not excessively expensive, stays within appropriate time constraints, relatively easy to administer and has a scoring / evaluation procedure that is specific and time-efficient.
- **Reliability.** The test can be said reliable if it is consistent and dependable. If you give the same test to the same students or matched students on two different occasions, the test should yield similar results.
- **Validity.** Students will generally judge a test to be valid if directions are clear, the structure of the test is logically organized, its difficulty level is appropriately pitched, the test has no “surprises” and the timing is appropriate.
- **Authenticity.** The test is authentic if the test task is likely to be enacted in the “real-world”.
- **Washback.** Washback or backwash generally refers to the effects that the test has on instruction in terms of how students prepare for the test. It also refers to the effect of the way teachers teach.

3. Authenticity

There are several definitions of authenticity that have been defined by the authors. According to Gilmore (2007), the concept of authenticity can be seen from some perspectives which are the text itself, the participant, the social or cultural situation, and the purpose of the communicative act, or some combination of these, as cited in Bagus (2011). Kilickaya (2004) as cited in Bagus (2011) explained authentic materials as “materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected context where Standard English is the norm.” Another definition comes from Bachman and Palmer (1996, p.23) which stated that authenticity is “the degree of correspondence of the characteristics of a given language test task to the features of the target language task”. Alderson (1981) cited in Birjandi & Ahmadi (2013) stated that:

“The authenticity argument ... seems to assume that the domains of language teaching and language testing do not have their own set of specification of language use which are distinct from the specification of other domains. Thus “What is this? –It’s a pencil” is authentic language teaching language, and so on. If one does not accept it, then authentic tasks are in principle impossible in language testing situation.” (p.899).

Birjandi & Ahmadi (2013) in their study showed the dilemma between “genuineness” and “authenticity” which was presented by Widdowson. Widdowson (1978) cited in Birjandi & Ahmadi (2013) tried to differentiate between “genuineness” and “authenticity”. “Genuineness is a characteristic of the passage itself as absolute quality. Authenticity is a characteristic of relationship between the passage and the reader and has to do with an appropriate response.” (p.899-900). Here Widdowson showed that genuineness is only the passage or the text itself that has no interaction with the reader but, authenticity is an interaction between the passage and the reader.

Brown and Menache (as cited in Bagus, 2011, p.3-4) have grouped the degrees of authenticity in the materials used in pedagogical purpose. They are:

- Genuine materials are created only for the realm of real life, not for the classroom but they are used in the classroom for language teaching.
- Altered materials. In altered materials, there is no meaning change. However, the original material has been altered in other ways (for example, the insertion of glosses, visual resetting and additional of visuals).
- Adapted materials. Although the materials are created for real life, the vocabulary and grammatical structures are changed to simplify the text.
- Simulated materials are specially written by the author for purposes of language teaching. The author tries to make it look authentic by using characteristics of genuine texts.
- Minimal / incidental materials created for the classroom with no attempt to make the material appear genuine.

There are some characteristics showed by Brosnan, Brown and Hood (1984) cited in Sasongko (2014) about the authenticity of materials used:

A. The language is natural. Rogers and Medley identified authentic materials should focus on the “quality, appropriateness, and ‘naturalness’ of the language itself rather than the source and purpose of the sample.” (cited in Al-Surmi, 2012. p.672). The naturalness of the language is one of criterion that teachers should pay attention to. Naturalness of language can be as spoken language and written language. Based on Rost (2002) as cited in Al-Surmi (2012) the features of natural spoken language, “are natural speed, natural phonological phenomena (such as natural pauses and intonation, used reduction, assimilation, elision, etc.), high-frequency vocabulary, colloquialism (such as short formulaic utterances, current slang, etc.), hesitations, false starts, self-corrections, back channeling, and minimal response.” (p.674). Based on Al-Surmi, “authentic discourse as natural

language produce in day-to-day life”. Rings (1986) as cited in Al-Surmi (2012) classified spoken conversational discourse to 16 types. In his study, he pointed out that the most authentic spoken conversational is that when the speaker is a native speaker. It is because native speaker will do spontaneous conversation for their own conversational purpose. According to Oura (2008), “authentic materials for listening / viewing materials are: TV commercial, quiz shows, cartoons, news clips, comedy shows, movies, shop operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.” (p.67). Those media could serve natural spoken language that can be adapted for teaching and learning purpose in class.

B. It offers the student the chance to deal with small amounts of print, which, at the same time, contain complete, meaningful messages. A task or a test should have meaningful messages for the students. The test should have a challenging part that makes the students use their background knowledge to share their ideas and solve the problem that appeared in the task or test. Frey and Fisher (2010) on their research found out that challenging task make the students to be motivated to do the task. The complexity of the tasks can build students’ motivation to learn more. They can work on their group to complete their tasks not only in the classroom but also outside the classroom. Through the complexity or challenging tasks students are able to share their ideas and also exchange their information. They also argued that “a major purpose of collaborative learning is that it is an opportunity for students to consolidate their understanding about concepts they are learning” (p.31). It can build meaningful messages for the students because they are not only repeating the language but they also have to guess, predict, and think deeply. Astika (2008) stated that, “learner can exchange information and ideas

with other learners or teachers not for the sake of practicing the language as an end itself, but as a means of conveying and sharing ideas, opinions, working toward the task goal.” (p.42). Through that interaction students can fulfill the tasks goal and get the meaning of the tasks itself.

C. It provides students with opportunity to make use of non-linguistic clues

(layout, pictures, colors, symbols, the physical setting in which it occurs) and so more easily to arrive at meaning from the printed word. According to Gebhard (1996) as cited in Oura (2008), authentic visual materials (non-linguistic clues) can include, “slides, photographs, paintings, children’s artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps and X-rays.” (p. 67). Non-linguistics things are non-verbal. They are about things that are not only written but also visual. Nunan (2004) argued that, “Non-linguistic outcomes from Long’s [...] might include a painted fence, possession – however temporary – of a book, a driver’s license, a room in a hotel, [pictures, color, brochure, symbol], etc.” (p.2).

D. Adults need to be able to see the immediate relevance of what to do in the

classroom to what they need to do outside it, and real-life reading materials treated realistically makes the connecting obvious. Lee (1955) in her research also mentioned that authentic texts are interesting because it is up-to-date and relevant to the issues in everyday life. Breen (1985) pointed out that “a poem in a course book which might be used for a teaching purpose is authentic in nature, and provides learners with a basis for genuine communication, because the poet uses language to stimulate our interpretation of his messages.” (cited in Lee 1995, p.324). Gebhard (1996) as cited in Oura (2008), stated some of authentic printed materials or real-life reading materials that can be found in day-to-day life like,

“newspapers articles, movie advertisements, astrology columns, sports reports, obituary columns, lyrics to songs, restaurants menus, street signs, cereal boxes, candy wrappers, tourists information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.” (p.68). Manuals could be one of real-life reading materials. Those examples mentioned by Gebhard are easy to find in daily life and they are close to students’ life. Besides written text-type materials, there are also oral text-type materials. The example of oral text-type materials has been mentioned by Campos (1992) in his article entitled *Authenticity in Listening and Written Text*. He mentioned four different types of oral comprehension materials that can be seen as authentic materials. There are *Spontaneous Free Speeches* included initiating, turn making, leave taking, overlapping speech, and the like; the second one is *Deliberate Free Speeches* such as interviews, discussion, speeches, lecturers, debate and so on; the third type is *Oral Presentation of Written Texts* that might include newscasts, more formal commentaries, and lectures (read aloud); the last is *Oral Presentations of Fixed Scripts* for example the scripts for a stage performances or films.

METHODOLOGY

1. Context of The Study

This study was conducted in three different High Schools in Salatiga, Central Java, Indonesia. Those schools are SMA Kristen Satya Wacana, SMA Kristen 2 and SMK PGRI 2. I chose those schools because they were most available schools for the interview.

I also considered the teaching experience of the English teachers for 3rd grade of Senior High School.

2. Type of Research

This research was a descriptive qualitative research which was aimed to find out whether the High School English National Examination is authentic or not based on teachers' perspectives. According to Sandelwoski (2000) as cited in Putri (2015) descriptive study is "a study that always depends on the perceptions, inclinations, sensitiveness and sensibilities of the researcher." (p. 23). For qualitative study Anderson (2006) as cited in Putri (2015) stated "qualitative study is collecting, analyzing, and interpreting data by observing what people do and say." (p. 23).

3. Participants

There were three High School English teachers from SMA Kristen Satya Wacana, SMA Kristen 2 and SMK PGRI 2 in Salatiga, Central Java, Indonesia. Those three teachers have been teaching English for a long time. The teacher from SMA Kristen Satya Wacana has been teaching English in SMA for 21 years. The English teacher from SMA Kristen 2 has been teaching English for 10 years, while teacher from SMK PGRI 2 has been teaching English since 1995. Those teachers taught English for 3rd grade of Senior High School to prepare students for English National Examination. So, they have much experience in English National Examination materials.

4. Instrument

The researcher used semi-structured interview to answer the research question. David & Sutton (2004) as cited in Krstiana (2012) explained that "semi-structure interview is not highly structured. So, the interviewees could speak freely about their ideas. Semi-structure interview offers topics and questions to the interviewees." (p. 9). However the

researcher had some guided interview questions to offer the questions to the interviewees. Some additional questions also could appear during the interview.

The interview used Bahasa Indonesia to avoid the misunderstanding between interviewer and interviewees. Using Bahasa Indonesia also made the interviewees could share their thought easily.

5. Data Collection Method

Firstly I asked permission letter from the Faculty of Language and Arts. After that the researcher brought the letter to 10 different schools in Salatiga, Central Java, Indonesia. However, most of those schools have slow responses and some of them did not respond the letter. Only three schools were available and had quick response.

The researcher met the teachers directly to make appointment and asked for their phone number. The participants freely chose the time and date. The interviews began with general explanation about what is authentic material and the characteristics of it, also the aim of the study. So, they could build their background knowledge about authenticity. The questions started with general information about the participants such as how long they have been teaching English and then continued with specific questions such as their thought about the authenticity of English National Examination. The researcher spent 10-20 minutes to interview and recorded it by mobile phone voice recorder. The researcher finished the interviews in one month.

6. Data Analysis Procedure

The data gathered were transcribed using clean transcription method. Zacharias (2011) as cited in Kristina (2012) stated that, “a clean transcription of interview focuses on the content of the interview.” (p. 10). The data transcriptions were divided into 4 themes for the listening section and 3 themes for the reading section based on the characteristics of authentic materials. The researcher analyzed the data to find out the information about the

characteristics of authentic materials that appeared in the High School English National Examination. The quoted examples were given to support each point of the data analysis.

Findings and Discussion

To answer the research question “How authentic is the 2015 High School English National Examination?”, the researcher interviewed three teachers from three different schools. The data were divided between the listening section and reading section. The listening section was divided into 4 characteristics of authentic materials, while the reading section was divided into 3 characteristics, as described below;

A. Listening Section

1) The Language is Natural

Natural language is one of the criteria that should appear in authentic testing materials. The characteristics of natural language mentioned by Rings (1986, as cited in Al-Surmi, 2012. p.67) such as the use of native speaker, hesitation expression, natural pauses and high-frequency of vocabulary used.

From teacher 1, 2 and 3, the researcher found that the language in the High School English National Examination is natural. In the listening section the speakers were native speakers. This fulfills one of the criteria of natural language as mentioned by Rings (1986, as cited in Al-Surmi, 2012. p.67). As stated by teacher 1, that:

Yes, the speaker is a native speaker. Usually there are two speakers, man and woman.

Teacher 3 also had the same statement with teacher 1 that the speakers in the listening section were native speakers. Teacher 3 that said:

The students listen directly to the native speaker.

Besides having native speakers, in the listening section there were some hesitation expressions that appeared in the conversation. Teacher 1 said that:

Yes, because the speaker is a native speaker, I think they cannot forget the things like “aaa”, “emm”, “I think”, “excuse me”, things like that so it is already natural.

Teacher 2 also has the same statement with teacher 1 that hesitation expression included in the listening section. As she said that:

Yes, there are hesitation expressions like “emm”, “aaa” that appeared in short conversation in the listening section.

The statement of teacher 3 was also the same with teacher 1 and 2, as she said that:

Yes, there are hesitation expressions in short conversations like when the speaker asked something they used “aaa” and “emm”.

The explanation by 3 teachers showed that there were some hesitation expressions in the listening section of High School National English Examination. Natural pauses also appeared in some dialogues and monologues in the listening section. As teacher 3 said:

Besides that, there are also natural pauses that sometimes appeared in monologues and dialogues. Also the words that speakers said are like stick to each other.

Besides the use of native speakers, hesitation expressions and natural pauses, there is also high-frequency of vocabularies that are usually used in day-to-day life. As teacher 3 said that:

The vocabulary in the listening section is usually used in daily life. We can find it in everyday life. The vocabularies that usually appeared are like someone asking about direction, buying something, and talking about weather. There are a lot of vocabularies that students can find in their daily activities.

The distraction that is one of characteristics of natural language did not appear at all in the listening section. As teacher 2 said that:

However, the distraction like the sound of vehicles or sound in the airport did not appear at all.

Those three teachers' statements above show that the language of the test fulfills most of criterion of natural language. It is shown by the native speakers, hesitation, natural pauses, and high-frequency vocabularies that are usually used in daily life, which appeared in the listening section.

2) There are Meaningful Messages

A meaningful message is the part of authentic materials. A meaningful message is materials that appeared in a test or task which require students to share their own ideas also use their background knowledge. It means that, students get something valuable from the test.

Meaningful messages can be found in challenging materials (Frey & Fisher, 2010). Students are required to use their background knowledge when

doing the test. Besides that, a test should make the students think deeply about the answer of the questions. Meaningful messages can be also found in the test which allows students to share their ideas, use their background knowledge, and to negotiate the meaning of the task.

According to teacher 3, some of the answers of the questions in the listening section are not directly mentioned by the speakers, so it makes the students have to predict the right answer. Teacher 3 said:

Well, there is intrinsic answer for the students in the test in both listening section and reading section. The intrinsic answer makes students have to analyze deeply about the thing that they listen and the reading passage that they read. Students need to use their background knowledge to answer the questions because the answers are not directly mentioned by the speakers or the reading passage.

Teacher 1 also has the same statement with teacher 3 that some of the questions really make the students think carefully and also use their background knowledge well to negotiate the meaning of the task. She gave one example of the question that appeared in the listening section, as she said:

In the listening section, the speakers are not directly mentioning the answer of the questions. Students have to negotiate the meaning of the speakers. For example the speaker said, *"the weather in June usually is not cold like this."* then the question is, *"what kind of weather is usual for June?"*. That kind of question usually appeared in the short conversation of the listening part.

3) Provide Non-Linguistic Clues

Non-linguistic clues are non-verbal things; they are not literally written but can be visual things. It could be street signs, pictures, paintings, etc. It is also could be gesture.

Non-linguistic clues are things like symbols, colors, pictures, and brochures which are included in the test (Gebhard, 1996 cited in Oura, 2008). According to the 3 teachers, a lot of pictures appeared in the listening section. Most pictures are about the musical instruments, things that are related to a job, things that usually can be found around students' life, places, jobs, and animals. As teacher 3 explained:

In the listening section most pictures appeared. Pictures about daily activities, so the question could be about, *"what did the people in the picture do?"*. Like watering the flowers, then there is a thing that hangs on the wall. The pictures are familiar for the students. Also like picture of a person that sings on the stage.

The explanation of the teachers means that there are many non-linguistic clues that appeared in the test. Teacher 1 also has the same statement as teacher 3 that there are a lot of pictures that can be found in the test. As she said:

Non-linguistic clues? Yes, there are some, such as brochures, pictures, and other thing like that. The pictures in the listening section are mostly about musical instruments like the guitar, drum, piano, like that.

She also added that it is good if there are many non-linguistic clues in the test. It makes the test not monotonous and it becomes more interesting. If the test only uses words without pictures it could make the students' eyes easily get tired. For example the pictures in the listening section where the students have to match the pictures in the question paper with the description that the speaker said makes the test interesting. Teacher 2 also has the same opinion with the other two teachers that there are a lot of pictures, but she added that:

The pictures are not colorful because it will be difficult to provide. The National Examination applied in the whole of Indonesia, so there will be a lot of copies of the question paper. It is hard to make the pictures colorful.

4) Provide Real-life Text-type of Oral Materials

Real-life text-type oral materials are interviews, speeches, discussion, debates, newscasts, film's scripts, and so on. (Campos, 1992). On the listening section of English National Examination there are some real-life text-type oral materials. Based on teacher 2 there is discussion, lectures (read aloud) and commentaries. As she said that:

Well, there is some discussion between two speakers who are talking about their planning. There is also lecturers are explaining about history in class. For example, there is a history about a temple. Most of the listening section is a discussion among two speakers.

Based on the teachers' explanations above, the researcher concludes that the listening part of High School English National Examination is authentic. The materials in the listening section fulfill most of the characteristics of authentic materials. Using natural language in this section, meaningful messages can be found in the test, non-linguistic clues also appeared in it and the text-type oral materials also used in this section. It shows that listening section using authentic materials.

B. Reading Section

1) Meaningful Messages

A meaningful message means that the test or the task is not only about repeating the language that is in the test. Students have to think. They have to negotiate, predict and guess. The similar case also occurred in the reading section. Students are required to share their ideas and guess the possible answer of the

reading passage. They have to choose the possible main idea of the reading. As teacher 2 said:

Some questions in the reading section make students guess the main idea of the text. Also the students have to choose the possible answer that tells the topic of the reading passage. Like for example there is a letter then the question is, “*what is the letter about?*”. Yes, something like that. Also there is one word that was chosen from the reading passage and then students are required to choose the closest meaning of the word. I think it is challenging for the students and make them have a deep thinking.

The explanation of teacher 2 shows that the questions in the reading section have meaningful messages. It is showed by the challenging materials in the test. Students not only have to memorize and read the reading passage but also have to guess and predict. It makes them have to concentrate well to do the test.

2) Provide Non-Linguistic Clues

Non-linguistic clues are also included in reading section but, not as many as in the listening section. In the reading section there is only a brochure about a place, hotel, and restaurant. Teacher 1 said:

Besides pictures in the listening section, there is a brochure in the reading section. Usually the brochure is about a place, hotel, and restaurant, yes like that.

Teacher 3 also has the same statement with teacher 1. She said:

The picture in the reading section is not as many as the picture in the listening section. The picture is only a brochure. Mostly the brochure is about a place or a product, like that.

From those 2 teachers’ explanation the researcher can say that there are not many non-linguistic clues in the reading section. There is only one brochure that appears.

3) Provide Real-life Text-type of Written Materials

Real-life written materials are included in the reading materials of the examination. In the test students can find many reading passages that are related to the real-world situation. Real-life written materials are like a memo, letter, advertisement, announcement, news, biography and things like that, Gebhard, 1996. (cited in Oura, 2008). Teacher 1 stated that:

There is a recount text, manuals then functional text. Usually the reading passage is about how to do something, like that. Also there are some passages about news that appeared in the reading section. The news only consists of 2 or 3 paragraphs. Besides that, there are also advertisements, text reports, biography of popular people, general knowledge, announcement, and other reading materials that can be found around students' life. Those are interesting.

Teacher 2 also made the same statement that the texts in the reading section contain real-life materials. Students could find those text-types in their daily life. As teacher 2 said:

The topics are related to their [students] daily life. For example there are texts about how things works, which are near them. Another example is a topic like how tsunami happens. So, besides reading the text they have background knowledge that helps them to understand the reading passage.

Teacher 3 also made the same statement as the other 2 teachers that there are many reading passages in the test that can be found in daily life. She said that:

Usually the real-life text which appeared in the test is about manuals, like how to use a camera. Beside that there is also a letter, film review, and biography about football player, company profile, idioms, and things like that. Of course it can be found in daily life especially a film review, because people often read the review of a film before watching it, just to make sure if the film is interesting or not.

Reading section of High School English National Examination is authentic based on the teachers' explanations. The materials in this section fulfill most of the characteristics of authentic materials. The materials in reading section contain meaningful messages, contain non-linguistic clues and it contains real-life text-type written materials.

CONCLUSION

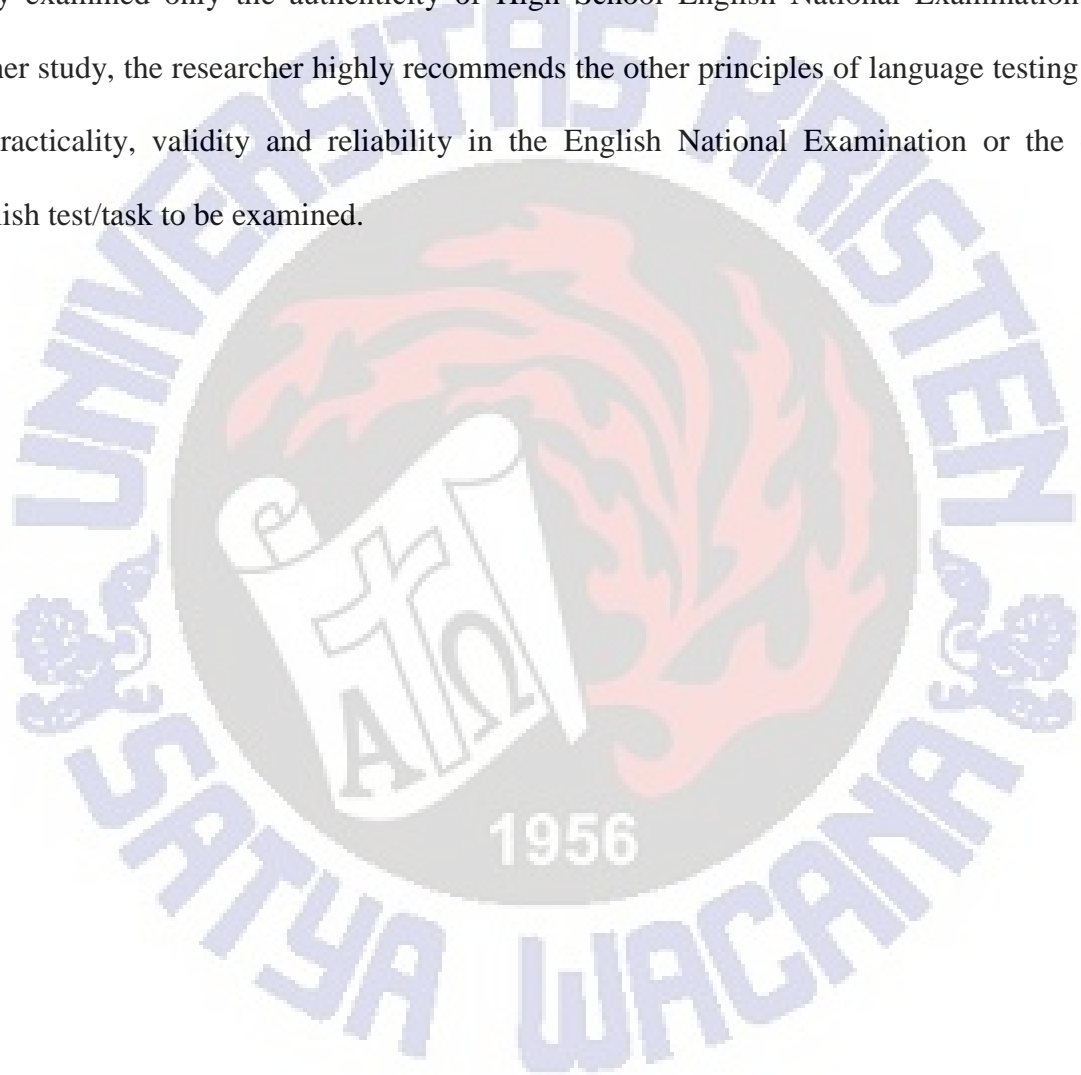
The researcher conducted this study to find out whether the High School English National Examination is authentic or not, based on the English teachers perspectives. In this study, there were 4 main characteristics of authentic materials in the listening section and 3 characteristics in the reading section. Based on the interview results, the researcher proved that in the listening section of the English National Examination, 4 characteristics of authentic materials were found. The materials used natural language, contained meaningful messages, provided non-linguistic clues, and provided real-life text-type oral materials.

The listening materials met the criteria of using natural language which is one of the characteristics of authentic materials. The speakers were native speakers who spoke with natural pauses, hesitation expressions, and high frequency of vocabulary used. The listening materials contained meaningful messages since the students had to negotiate the meaning of the tasks, predict and guess the answer of the question. There were also non-linguistics clues such as pictures that appeared in the listening section which also characterized authentic materials. The listening section also provided real-life text-type oral materials, another characteristic of authentic materials.

According to the three teachers, there were 3 characteristics of authentic materials in the reading section. They included meaningful messages, provided non-linguistic clues and provided real-life text-type written materials. There were meaningful messages which required students to share their idea, guess the possible answer, and predict the best answer.

There were also non-linguistic clues in a form of a brochure of a place and product in the reading section. The reading section also included many real-life text-type written materials such as manuals, film reviews, idioms and biographies.

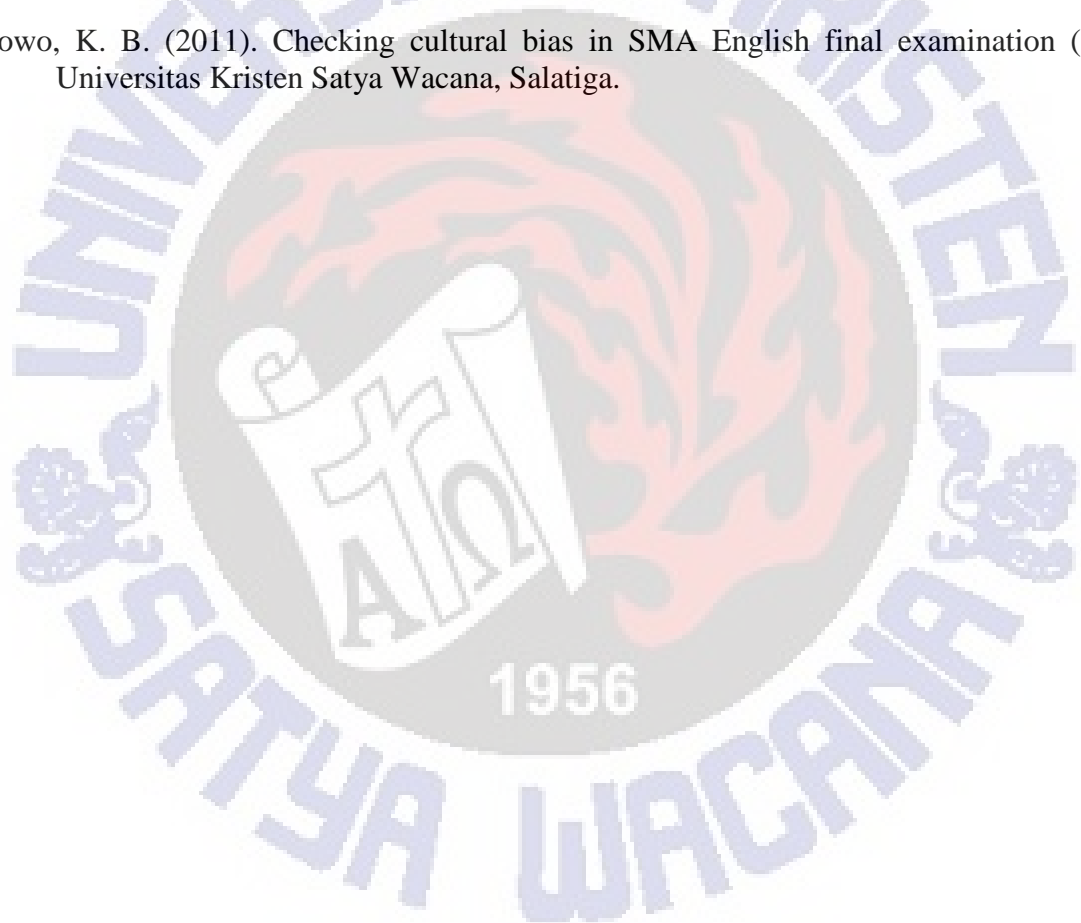
In conclusion, both the listening section and the reading section in the High School English National Examination can be said to be highly authentic based on the findings. This study examined only the authenticity of High School English National Examination. For further study, the researcher highly recommends the other principles of language testing such as practicality, validity and reliability in the English National Examination or the other English test/task to be examined.



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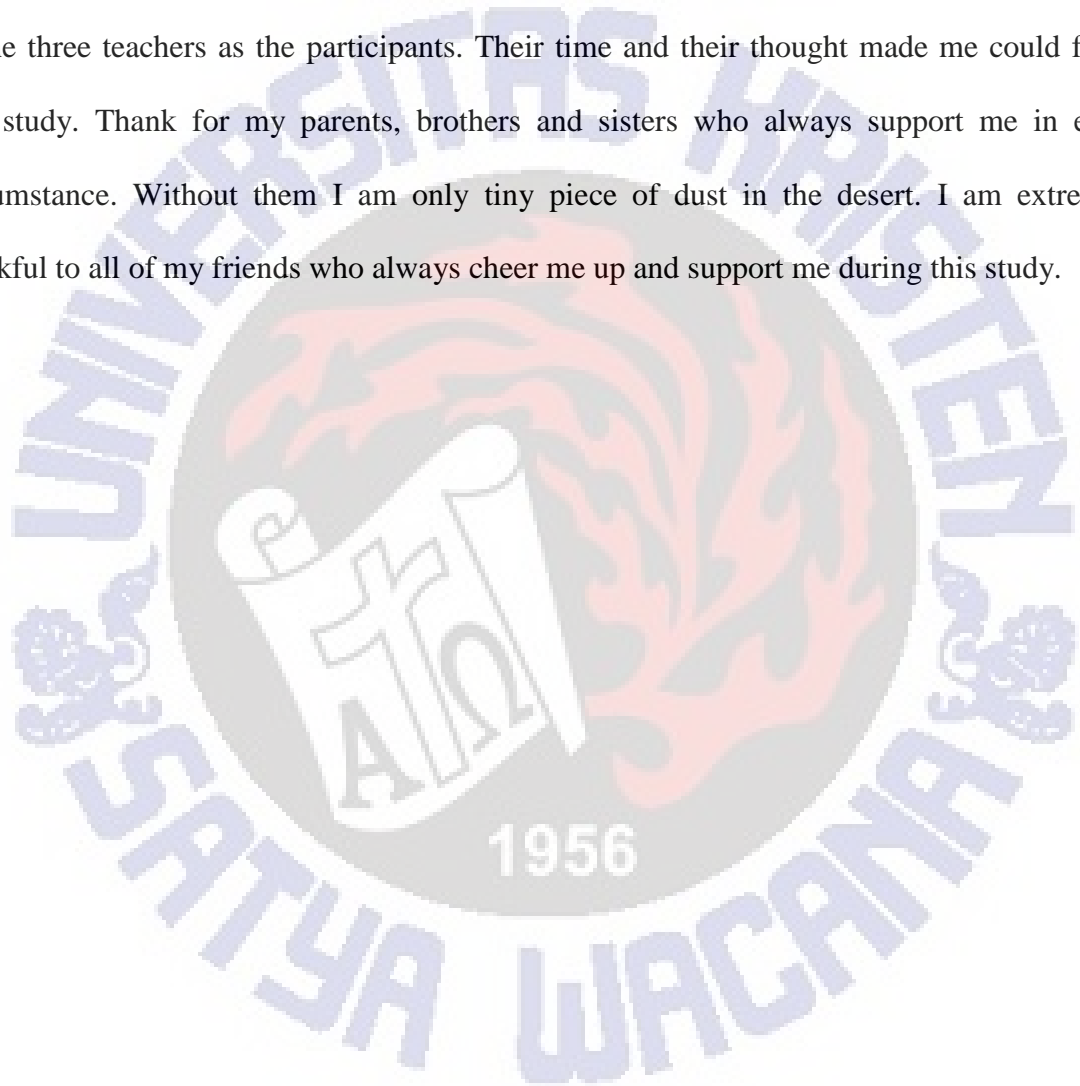
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APPENDIX A

Interview Questions

1. Apakah dalam *listening section* menggunakan *native speaker*?
2. Apakah bahasa yang digunakan dalam tes tersebut alamiah? Contohnya rekaman dalam *listening section* menggunakan bahasa yang ragu-ragu (emm, aaa), ada gangguan (bunyi kendaraan).
3. Selain, bahasa yang ragu-ragu, apakah dalam UN terdapat “false start”, “natural pauses” atau jeda?
4. Apakah kosa kata yang digunakan dapat dijumpai dalam kehidupan sehari-hari?
5. Apakah soal-soal dalam tes membuat siswa menggunakan latar belakang pengetahuan mereka? Contohnya seperti “guessing” atau “information gap”.
6. Apakah didalam tes terdapat petunjuk-petunjuk non-linguistik? Contohnya brosur, gambar-gambar.
7. Jenis teks seperti apa yang digunakan dalam listening section? Apakah ada seperti wawancara, pidato, diskusi, ataupun guru yang sedang mengajar dikelas?
8. Jenis teks seperti apa yang digunakan dalam reading section? Apakah ada seperti reaccount text, biography, advertisement, dll?

APPENDIX B

(-) Apakah dalam *listening section* menggunakan *native speaker*?

- T1 : Iya, pembicaranya *native speaker*. Ada dua orang biasanya, laki-laki dan perempuan.
- T2 : Ya, *native speaker*.

T3 : Iya, murid-murid mendengarkan langsung dari *native speaker*.

(-) Apakah bahasa yang digunakan dalam tes tersebut alamiah? Contohnya rekaman dalam *listening section* menggunakan bahasa yang ragu-ragu (emm, aaa), ada gangguan (bunyi kendaraan).

T1 : Ya, karena pembicaranya *native speaker* jadi saya pikir mereka tidak bisa melupakan hal-hal yang sifatnya seperti “emm”, “aaa”, “I think”, “excuse me”, *things like that*.

T2 : Ada seperti itu, “aaa” dan “emm” itu ada. Tapi kalau *distraction* seperti bunyi kendaraan atau pengumuman di bandara itu tidak ada.

T3 : Iya ada penggunaan seperti itu. Contohnya dalam *short conversation* pembicaranya sering menggunakan “aaa” dan “emm”.

(-) Selain, bahasa yang ragu-ragu, apakah dalam UN terdapat “false start”, “natural pauses” atau jeda?

T1 : Kalau jeda-jeda itu ada, tapi tidak terlalu banyak ya. Karena rekamannya seperti sudah dipersiapkan secara matang untuk tes ya. Jadi kalau *false start* itu tidak ada sama sekali ya.

T2 : Saya kira ada ya lebih ke dialog banyaknya. Jadi itu ketika mereka berbicara seperti ada jeda sedikit, seperti lagi berpikir kata apa selanjutnya. Itu cukup natural.

T3 : Ada mbak. Jedanya tapi tidak begitu. Ada kata-kata yang kurang jelas karena disambung, seperti terseret.

(-) Apakah kosa kata yang digunakan dapat dijumpai dalam kehidupan sehari-hari?

- T1 : Kalau *vocab*-nya ya dapat ditemukan dalam kehidupan sehari-hari. Karena topiknyapun berhubungan dengan kehidupan sehari-hari. Contohnya seperti topik-topik seputar sekolah, keluarga, opini, ya tergantung juga *language function*-nya apa.
- T2 : Ya karena topiknyaberhubungan dengan kehidupan sehari-hari jadi kosa katanya juga mudah ditemui dalam kehidupan para siswa seperti itu.
- T3 : Kosa kata dalam *listening* biasanya digunakan dalam kehidupan sehari-hari. Kita dapat menemui itu ya dalam keseharian. Kosa kata yang biasanya ada itu seperti *asking about direction, buying something*, dan juga *weather* ya. Banyak kok *vocab* yang bisa ditemui dalam kehidupan siswa.

(-) Apakah soal-soal dalam tes membuat siswa menggunakan latar belakang pengetahuan mereka? Contohnya seperti “guessing” atau “information gap”.

- T1 : Di *listening* pembicaraanya itu tidak langsung menyebutkan jawaban dari pertanyaannya ya. Jadi anak-anak itu harus mencari tahu sendiri, ini maksudnya apa. Contoh ya mbak dalam *listening* ada soal yang seperti ini, “*the weather in June usually is not cold like this*” lalu nanti pertanyaannya “*what kind of weather is usual for June?*”. Nah pertanyaan-pertanyaan seperti itu yang sering muncul dalam *short conversation*.
- T2 : Kalo dalam *reading* itu banyak soal yang membuat siswa itu menerka apa *main idea* dari teks itu. Siswa juga harus memilih jawaban yang paling cocok untuk menjadi topik dari teks tersebut. Ada sih contohnya seperti ini “*what is the letter about?*”. Ya kayak begitu. Ada juga seperti 1 kata diambil dari teks itu uturus siswa disuruh untuk

cari sinonimnya atau *the closest meaning* dari kata itu. Saya pikir ini cukup menantang ya dan membuat siswa berpikir keras.

T3 : Ada sih ya jawaban yang tersirat untuk anak-anak dalam tes itu baik *listening* maupun *reading*. Menurut saya ya mbak jawaban yang tersirat itu membuat siswa berpikir keras dan hati-hati dan mereka juga harus menganalisa *reading*-nya dan juga *listening*. Siswa itu harus menggunakan pengetahuan mereka untuk menjawab karena jawabannya itu tidak ada dalam teksnya atau langsung disampaikan oleh *speaker*.

(-) Apakah didalam tes terdapat petunjuk-petunjuk non-linguistik? Contohnya brosur, gambar-gambar.

T1 : *Non-linguistic clues*? Ya, ada beberapa seperti brosur, gambar-gambar, dan yang lainnya. Kalau dalam *listening* lebih banyak gambar ya tentang alat music seperti gitar, drum, piano, ya seperti itu. Selain gambar di *listening* ada juga brosur dalam *reading*. Biasanya sih brosur tentang tempat ya, hotel, restoran, ya seperti itu.

T2 : Ada gambar. Tapi gambarnya itu tidak berwarna karena akan susah untuk disediakan. Kan ini Ujian Nasional yang diselenggarakan diseluruh Indonesia jadi aka nada banyak kopiannya. Susah sih kalau berwarna.

T3 : Dalam *listening* banyak gambar-gambar. Gambar tentang aktivitas sehari-hari jadi itu pertanyaannya yang muncul seperti "*what did the people in the picture do?*". Seperti sedang menyiram bunga, ataupun benda yang bergantung di tembok. Gambarnya itu familiar kok untuk siswa. Atau ada juga gambar orang sedang menyayi diatas panggung.

(-) Jenis teks seperti apa yang digunakan dalam listening section? Apakah ada seperti wawancara, pidato, diskusi, ataupun guru yang sedang mengajar dikelas?

T1 : Oh, kalau itu ada ya mbak. Jadi itu ada pidato ada juga guru yang sedang menjelaskan di dalam kelas. Atau ketika sedang *tour guide*-nya itu menjelaskan tentang hal-hal ditempat itu.

T2 : Iya ada, pidato, diskusi antara *speakers*-nya. Penjelasan tentang benda seperti itu. Banyak sih monolog ayng seperti itu mbak.

T3 : Iya mbak, ada beberapa diskusi diantara *speakers* biasanya berbicara tentang rencana mereka. Ada juga guru yang menjelaskan tentang sejarah di dalam kelas. Contohnya, sejarah tentang candi. Banyak diskusi antara dua *speakers*-nya itu.

(-) Jenis teks seperti apa yang digunakan dalam reading section? Apakah ada seperti reaccount text, biography, advertisement, dll?

T1 : Ada *recount text*, *manuals* dan juga *functional text*. Biasanya dalam *reading* itu tentang bagaimana membuat sesuatu, seperti itu. Ada juga tentang *news*, tapi biasanya 2-3 paragraf saja. Selain itu ada juga *advertisements*, *text reports*, *biography* tentang orang-orang terkenal, *general knowledge*, pengumuman, dan lainnya yang bisa ditemui dalam kehidupan siswa. Materi-materi itu menarik.

T2 : Topiknya biasanya berhubungan dengan kehidupan siswa ya. Contohnya saja nih *how things works*, yang dekat dengan mereka begitu. Selain itu tentang bagaimana tsunami terjadi. Jadi selain membaca teks yang sudah ada, mereka juga punya latar belakang pengetahuan yang membantu mereka untuk memahami teksnya.

T3 : Biasanya materi yang ada sangkutannya dengan kehidupan sehari-hari itu tentang *manuals, like how to use camera*. Selain itu ada juga surat, *film review*, dan biografi tentang pemain bola yang terkenal mungkin, *company profile, idioms*, ya seperti itu. Tentunya materi-materi seperti ini dapat ditemui dalam kehidupan sehari-hari apalagi *film-review* ya, karena biasanya itu anak-anak suka nonton film dan mereka akan baca *review*-nya dulu baru menonton untuk memastikan filmnya bagus tidak.

